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Elisete Dias Raposo Ribeiro¹
Leopoldino Vieira Neto²

THE TRAINING OF EARLY CHILDHOOD EDUCATORS AND THEIR KNOWLEDGE

REVIEW: Chapter 3: The Training of Early Childhood Educators and their Knowledge (p. 55-70)

Direct work with young children requires the teacher to have versatile skills. Being versatile means that the teacher is responsible for working with content of different natures, ranging from essential basic care to specific knowledge from different areas of knowledge. (BRAZIL, 1998 p. 41)

When today's society is approached to think about teachers' knowledge, it rarely delves into the issue and takes a shallow view, not carrying out a coherent approach with the knowledge necessary for the pedagogical practice of a teacher/educator.

When developing an analysis of the knowledge of these teachers, we have to evaluate what knowledge we are talking about, considering that in the article, the object of the review, the author seeks to differentiate the knowledge acquired in academic, scientific training and which brings many techniques, methodologies, among other knowledge and knowledge acquired through practical experience of the profession.

Certainly, the teaching profession, in addition to personal identification, encompasses learning challenges, issues regarding affectivity and psychological profile, construction of diverse knowledge and knowledge regarding the public to which it will work, that is: Early Childhood Education.

Each educator brings with them disciplinary knowledge from various areas of knowledge, such as Portuguese, history, geography, biology, which constitute and compose their curricular knowledge, however, they develop a “web of interactions that, in some way, interferes or directs their practice” (p. 56), making use of other knowledge, skills, beliefs, values, specific to their personal experience.

The author states that:

The teacher will only have his autonomy consolidated as he acquires intellectual autonomy, which is achieved through research and the production of knowledge. Teachers need to build a differentiated relationship in relation to knowledge, moving from mere transmitters to producers. Therefore, the updating of the teacher's pedagogical practice must be constant, this is achieved through research, study, with the educator engaged in a process of continued training.

This means seeking to understand everything that involves children's educational practice, in order to assess how these educators articulate all knowledge in their planning of pedagogical activities.

¹ Doctorate degree student in Educational Sciences at FUUSA - Florida University USA.

² PhD in Education Sciences. Coordinator of FUUSA Masters and Doctorates - Florida University USA

In early childhood education, it is clear that teachers must master knowledge and articulate their knowledge with day-to-day challenges, not being reduced to an exchange of information of a purely cognitive nature, teaching and learning.

The teacher is inserted in the world and is a subject of, in and for the world, therefore, he brings existential, social and pragmatic foundations within him, coming from different sources – family³, school, university – acquired in childhood, adolescence and throughout of their professional training.

It is important to highlight that this knowledge is produced within the exercise of the profession⁴, with the contribution of real people who interact with their knowledge, contributing greatly to the process of intellectual development and humanization of the infant.

Therefore, we have that knowledge is plural and still heterogeneous, as it is an interpersonal relationship, between human beings. Thus, in practice, Early Childhood Education occurs in the tripod: educate – care – play, being closely related to the knowledge of training, experience and everyday school life that produces constant learning.

In Early Childhood Education⁵, tripe serves an audience aged 0 to 5-6, a stage of development where the child/individual as a citizen is building their identity and autonomy, hence the immense responsibility of the educator, playing, teaching and caring for the little learner. .

Caring and educating sums up, from the simplest tasks, in the classroom and child's routine - diaper changing, feeding, hygiene - to the more playful ones that make up the process such as: learning to wash your hands, because washing them, why brush your teeth. All of this, this entire process, demands scientific, empirical and experiential knowledge.

It develops in empathy and individual care that must be given in the process of educating, however, with a playing profile, that is, educating, caring, playing.

The teacher must pay attention to the needs of children who are unique beings, taking into account each one's profile, ideas and cultural background, as well as the perceptions that each one brings about life.

It must be understood that knowledge is at the service of the work of the educator who has currently experienced problems arising from the formation of their identities as education professionals, as in the past educators were better valued and respected.

“...in capitalist societies, teachers went through a process of losing control over their means of production, which contributed to the loss or weakening of teaching identity” (p.59).

The person of the educator and his professional identity is directly related to his knowledge, that is, with his experiences, in the classroom with his students, in his life and professional history, hence, his knowledge is of various types of knowledge originating from several sources and, it is not possible to have it as a means of work only, however, modeled and constructed historically by work.

Here we highlight an excerpt from the chapter:

Pimenta (1999)⁶ highlights, in teaching knowledge, experience – knowledge that training students already know about what it means to be a teacher because they experience this practice during schooling, and knowledge that they produce, in their practice, in the case of being teachers ; knowledge – the importance and meaning of knowledge in the lives of teachers and their students, questioning, giving meaning; because education is a process of humanization; Pedagogical knowledge is allied to knowledge and experience, but needs to be constructed based on the needs that reality imposes, therefore, contextualized (p.61).

³ <https://repositorio.ul.pt/handle/10451/2460> - School-family relationship: a case study in the 1st cycle of basic education

⁴ https://www.researchgate.net/publication/312486245_Teacher_Research_A_Knowledge-Producing_Profession

⁵ NCCA Guidelines-for-good-practice - <https://www.aistearsiolta.ie/en/introduction/full-print-version-aistear/guidelines-for-good-practice.pdf>

⁶ PIMENTA, Selma. Teacher Training – Teaching Knowledge and Teacher's Identity. Nuances - Vol. III - September 1999

As we have seen, the knowledge of the teacher who enters Early Childhood Education must have internalized knowledge during the period of his training (Didactics, Sociology, Psychology, Internships) and, also, the knowledge arising from his practical experiences.

The teacher must also be aware of the child's development, at all levels, organizing themselves to balance and adapt recreational and educational activities, sleep, hygiene, nutrition, leisure, games. Paying attention to what the Curriculum Reference for Early Childhood Education⁷ (1998) suggests, which directs the structure of early childhood education towards: Personal and Social Training and Knowledge of the World, which are constituted by the axes: identity and autonomy, movements, visual arts, music, oral and written language, nature and society, mathematics.

Regarding knowledge about playing as a pedagogical practice⁸, the author highlights the importance of valuing the act of playing that involves mental operations, skills, challenges, or freedom to create and act spontaneously. You can work in a playful way with symbolic games, construction games, among others. Playing is a mediating and effective element in learning.

The author, in the chapter, emphasized relevant aspects about the childhood educator, his ability to integrate, disseminate and move knowledge, knowledge that he must foster. The importance of good professional and identity training that implies responsibility and commitment, concern with content and the way of working with children, always involving care, education and play, as it is from this development that it forms a sensitive human being, with values and the desire to capture, know and know more, more and more.

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⁷ <https://www.cambridge.org/core/books/abs/early-childhood-curriculum/references/CFE093B8F688D7CE6A947304510EB592#>

⁸ [https://assets.publishing.service.gov.uk/media/5a7f9ae4e5274a2e87db6dbc/RB400 -
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